

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Michael Andreasen

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Washington Elementary School

(As it should appear in the official records)

School Mailing Address 1205 South 2nd Street

(If address is P.O. Box, also include street address.)

City Norfolk State NE Zip Code+4 (9 digits total) 68702-6323

County Madison County State School Code Number\* \_\_\_\_\_

Telephone 402-644-2557 Fax 402-644-2560

Web site/URL http://www.norfolkpublicschools.org  
E-mail michaelandreasen@npsne.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\* Dr. Jami Jo Thompson E-mail: jamijothompson@npsne.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Norfolk Public Schools Tel. 402-644-2500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Bruce Mitchell  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 10 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☐ Suburban
  - ☒ Small city or town in a rural area
  - ☐ Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	21	31	52
1	30	18	48
2	22	18	40
3	25	32	57
4	25	35	60
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	123	134	257

5. Racial/ethnic composition of the school:
- 5 % American Indian or Alaska Native
  - 1 % Asian
  - 6 % Black or African American
  - 46 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 42 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 12%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1	248
(5) Total transferred students in row (3) divided by total students in row (4)	0.117
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 21 %  
53 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 77 %  
 Total number students who qualify: 199

#### Information for Public Schools Only - Data Provided by the State

The state has reported that 78 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 15 %  
37 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>9</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The Mission of Norfolk Public Schools: To prepare all students to pursue their goals for the future.

## **PART III – SUMMARY**

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Washington Elementary is located in Norfolk, Nebraska, the ninth largest city in Nebraska (according to the 2010 census). Located in Madison County, Norfolk has a population of 24,523 people. The Norfolk community has three highschools: Norfolk Catholic, Lutheran High Northeast, and Norfolk Public Schools. Washington is one of seven elementary schools in the Norfolk Public School district. Norfolk includes businesses in the areas of agriculture, manufacturing, and services including education and healthcare. Norfolk is fortunate to have Northeast Community College as a part of our community. This college serves the surrounding area with a variety of associate degrees.

Our current building is located at 1205 South Second Street in Norfolk, Nebraska. The building was constructed in 1970 with an addition completed in 1987 and another addition in 2007. Washington Elementary School is a school-wide Title 1 building that serves approximately 260 students. It is a kindergarten through fourth grade facility. Washington provides regular education, English Language Learner (ELL) education, and special education in the areas of academics, speech, vision, occupational and physical therapy, and behavioral disorders.

Washington Elementary School has built its reputation on teamwork and a strong work ethic. We strive to push all students to reach their full potential. Our success is a product of our students, staff, and families working together on a daily basis. Our mission is to prepare each student to pursue his/her goal for the future.

The staff consists of an administrator, eleven classroom teachers, 1.5 Title 1 teachers, one resource teacher, one English Language Learner teacher, a guidance counselor, a .5 physical education teacher, a .5 music teacher, and a .5 art teacher. Sixty-eight percent of the Washington Elementary certified staff have their master's degrees. Our certified teachers have an average of fifteen years experience in the classroom. We have twelve classified staff members which include six classroom paraprofessionals, two ELL paraprofessionals, two resource paraprofessionals, a health technician, and a media paraprofessional. We have a full-time secretary and a custodian.

Washington Elementary School supports a very diverse population. In 2013-2014, sixty-two percent of our students came from a minority population. This includes Hispanic, African American, Native American, and Asian. Seventy-eight percent of our students qualify for free and reduced lunch. To meet the varying needs of our students, we have several programs available to our students. We provide English Language Learning, Title 1, Challenge Gifted Program, Speech Therapy, Physical Therapy, Occupational Therapy, and Special Education services. Our staff works collaboratively to meet the personal and educational goals for all of our students.

Despite the challenges that we face from an ethnicity and poverty perspective, our students have performed very well on our Nebraska State Accountability (NeSA) assessments. 96% of our third and fourth grade students met or exceeded the reading assessment and 92% of our third and fourth grade met or exceeded the math assessment in the 2013-2014 school year. Washington Elementary has made Adequate Yearly Progress (AYP) in each of the last four years in the reading, math, and writing areas.

Washington Elementary School utilizes Professional Learning Communities (PLCs) each week. The purpose of our PLC is to embrace collaboration, problem solving, and data to focus our instruction for the purpose of increasing student achievement. The staff meets in building teams, grade level teams, and as a district. When meeting at the building level, our focus is on student development within our building. Teachers from our district who teach the same level or subject area meet during grade level PLCs. The focus of grade level meetings is to ensure all students are exposed to the same curriculum. District PLCs involve the entire Norfolk Public Schools certified staff. During district PLCs, the focus is on staff development. At Washington Elementary, we have also decided to include our paraprofessionals in our PLC process. Paraprofessionals meet once a month with our principal and our special education teacher to review PLC topics, address concerns, and inform our support staff of school and student goals.

There are many challenges that we encounter in our building. In order to pinpoint methods to best serve our students, the Washington staff has implemented a Student Assistance Team (SAT) day each month. A team assembles to collaborate on students needing additional support. Reasons to SAT a student would be lack of academic or personal growth, parent concerns, speech concerns, behavior concerns, and any additional teacher concerns. We include the parents, principal, classroom teacher, guidance teacher, special education teacher, and support staff to form a plan to assist the individual needs of the students.

Washington Elementary strives to challenge and encourage students to reach their full potential through activities outside of the school day. We offer AR (Accelerated Reading) reading nights twenty-one times throughout the year. An average of sixty-five students and ten to twelve teachers, parents, and volunteers from the community attend the reading night once a week. Students read books and take AR quizzes to reach an AR goal set by their classroom teacher. AR celebrations are held monthly to encourage students to attain their individual AR goals and promote the love of reading. "Prime Time Reading", a program offered through the Nebraska Humanities Council, is held for a six week period in the spring. Families are provided a free meal and an opportunity to meet and develop relationships with other Washington families, as well as our staff. Families will then participate in a reading activity which promotes personal character. All books are bilingual to support our diverse families and our ELL teacher translates during discussions to support whole group participation. Washington also offers after school study hall for students to reinforce skills in which they are lacking. This provides a small group setting for the students to relearn the lesson.

At Washington Elementary our goal is to prepare each student to pursue his/her goal for the future. Our staff strives to support each student on their educational journey and we will do whatever we can to help each student achieve his/her full potential.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Washington Elementary School focuses a great deal of the day on our core curriculum. Our staff strives to teach our curriculum with fidelity to every student in our building. Teachers analyze data to differentiate instruction to ensure individual needs are met.

Each year, our staff develops SMART Goals relating to curricular areas. We have developed SMART Goals in the area of reading and math at the building level. Our building reading goals are: seventy-five percent of all Washington students will achieve benchmark as measured by the DIBELS assessment, and one hundred percent of our students will show growth on this assessment. Our math goal is seventy-five percent of our students will master appropriate grade level math facts with eighty percent accuracy. Grade level teams have identified SMART goals for their individual level of instruction. Our overall goal is to prepare our students to be successful at the Middle School level knowing how to read and write at grade level and identify math facts through division.

Washington Elementary School utilizes two core reading programs in our building. Our philosophy in kindergarten through second grade is to teach students how to read. In kindergarten through second grade, we use the Reading Mastery curriculum. Our students receive ninety minutes of core reading instruction each day. The kindergarten through second grade students also receive an additional thirty to forty-five minutes of reading intervention time in the afternoon. This time is used for additional support for students who struggle with reading and to enrich students who are reading at grade level. Our teachers are able to identify each student's reading level through DIBELS data and benchmark testing, along with the Reading Mastery program assessments. We utilize our Title 1 teachers at each grade level to further support the classroom teachers with reading instruction. This allows for a smaller student to teacher ratio at each grade level.

Our third and fourth grades have adopted the Wonders language arts program. This 120 minute block includes reading, spelling, grammar, and writing instruction. In the area of reading, we focus on vocabulary, reading strategies, comprehension, and fluency. This reading program exposes our students to a variety of genres. Students are taught to use a variety of graphic organizers to support reading comprehension. We feel this program helps us transition to "reading to learn". Our teachers are able to expose the entire group of students to grade level material and then differentiate instruction during a small group time. Weekly stories reinforce spelling and grammar skills taught throughout the week.

Washington students receive writing instruction each day. We are currently using the Wonders curriculum and "Step Up to Writing" as writing tools to enrich writing. Our staff has spent extensive time in our Professional Learning Community studying state standards and making sure we meet those standards. Grade level writing goals have been clearly defined and communicated between grade levels. Setting these goals helped us better understand the scope and sequence of our instruction and eliminate any gaps in our writing instruction.

Saxon Math is our curriculum for math instruction. This rigorous program has helped improve our Math scores on our state assessments. The spiraling instructional approach allows students to receive many opportunities throughout the year to review and practice skills. Students receive direct instruction on new concepts. The guided practice problems allow teachers to check for understanding and reteach if necessary. Written practice gives students the opportunity to practice these new skills and review previously learned skills. We have also incorporated the IXL program which allows students to practice on a variety of skills while using technology.

We believe that developing well rounded students includes teaching the sciences. We dedicate thirty to forty-five minutes daily for the sciences. Using thematic units, our teachers are able to incorporate science and social studies topics into all subject areas. The primary grades study current events using resources such as Scholastic News. In social studies, our third graders study American History while fourth graders focus

on Nebraska History. The Discovery textbook exposes students to the world of science. The book offers many hands-on experiences throughout the curriculum that enhances student learning through discovery. Our students are also encouraged to honor our past by celebrating historical events and people that have impacted our country.

## **2. Other Curriculum Areas:**

### **PHYSICAL EDUCATION**

The goal of Physical Education class is to teach students to become life-long participants of exercise and sport/leisure activities. The focus of the curriculum is basic fundamentals of movement, with some moderate sport skills in the higher grades.

Students get physical education two to three days a week in half hour sessions. During that time, they focus on a specific sport or skill. Students also practice for Field day, the Pacer test, and Fitness Awards. The students will be assessed in August for the Presidential Fitness Award and then reevaluated to show growth in May.

### **MUSIC**

The goal of the music classroom is to help students gain a lifelong appreciation and love of music. The focus of the curriculum is to create a positive learning environment where students get basic training in the “language” of music. Music can support and enhance what students are learning in math, science, reading, and many other subjects.

The music program goes beyond the words of the songs and includes opportunities to explore movement, rhythm, tone, and pitch, as well as valuable listening experiences. Students can explore their own musical interests and experience the emotional and transformative power of hearing, creating and performing music. Students participate in music two to three times a week in half hour sessions. Performance opportunities are provided through activities such as the Christmas Program. Orchestra is offered to the fourth grade students.

### **ART**

Kindergarten through fourth grade classes participate in art one day every other week for an hour. The students experiment enthusiastically with art materials and investigate the ideas presented to them through visual arts instruction. They exhibit a sense of joy and excitement as they make and share their artwork with others. Creation is at the heart of art instruction at the elementary level. The students learn to work with various tools, processes, and media. They learn to coordinate their hands and minds in exploration of the visual world. In art class, the child’s natural inquisitiveness is nurtured. From kindergarten through the early years, students develop skills of observation as they learn to examine the objects and events of their life through art.

### **GUIDANCE:**

Washington students (kindergarten through fourth grade) participate in whole class guidance lessons one day every other week for an hour. Building on our school-wide discipline plan which utilizes The “Stop and Think” Social Skills Program<sup>1</sup>, students are taught skills to help them make good choices. They learn to follow specific steps to carry out those choices, and to take pride in themselves as they see the results of their positive actions. The guidance program at Washington Elementary follows the Nebraska State Standards for Elementary School Counseling. Lessons help students develop personal, social, and academic skills, as well as safety and well-being. Students enjoy exploring career clusters and skills needed to be successful and contributing citizens. Curriculum in all of these areas is developmental and the guidance counselor strives for multicultural awareness and sensitivity, which is a strength of the Washington staff in general. Some of the research-based materials used include: Second Step: Skills for Social and Academic Success<sup>2</sup>, the Kelly Bear Life Skills Education Series and Violence Prevention Program<sup>3</sup>; the Auto-B-Good Character Education Program<sup>4</sup>; and The Energy Bus for Kids book and journal activities, by Jon Gordon<sup>5</sup>. Individual students receive counseling services through referrals from classroom teachers, administrators, parents or through self-referral. The needs of these students are addressed in one-on-one or small group settings and collaboration with outside agencies when appropriate. The guidance counselor chairs Washington’s Student Assistance Team (SAT); a multidisciplinary team whose members meet for a full day once a month, reviewing referrals, conferencing with parents, planning and evaluating interventions, and

when needed, recommending assessments for students who are struggling and may need more intensive support.

(1Knoff, H., PhD, Project Achieve by Sopris West; 2Committee for the Children; 3The Bureau for At-Risk Youth; 4Rising Star Education; 5Wiley & Sons, Inc.)

#### Library/Media

Students in grades kindergarten through fourth grade participate in media and library one day per week in half-hour sessions each. Following is a list of skills taught; specific programs are shown in parentheses at the end of each category. The library sessions 1) promote reading through read-aloud and video presentations to introduce books and authors (The Library,) and 2) offer instruction and practice with library skills to provide students with an understanding of literary genre and devices, the Dewey Decimal System and use of the card catalog (Order in the Library, Let's Play Library), information literacy (Where Do We Find Answers?, Internet Library for Librarians, Safe Search Kids, Kid Rex, Kids Click, Fact Monster, World Atlas, National Geographic Atlas, Knowledge Bears, How to Do Research, Awesome Library, Worldbook Online), and copyright and plagiarism issues (Copyright Explained, Copyright Kids). Media classes provide students in grades kindergarten through fourth grade with lessons in 1) internet safety, digital citizenship, website evaluation, and computer programming (Common Sense Media, NetsmartzKids, Cyber Smart, Kidsmart, Looney Tunes Teach the Internet, TVO Kids, Credible Sources Count, Search the Internet, and Hour of Code), 2) grades kindergarten and first receive an introduction to technology skills, 3) grades second through fourth gain experience in keyboarding, word processing, and presentation tools (UltraKeys is an individualized keyboarding program loaded on each student computer, Dance Mat Typing, Google Docs, Google Classroom, Microsoft Word, Classroom Clipart, Pics 4 Learning, Roxio PhotoShow, Avatar Creator, ) and 4) grade 4 is introduced to email (Google gmail). The library media classes promote Nebraska State Standards for Fine Arts/Media Arts, Language Arts/Multiple Literacies, and provide additional practice in alphabetizing, grammar, word recognition, and math skills (Turtle Diary, ABCya!).

### 3. Instructional Methods and Interventions:

Norfolk Public Schools has spent a great deal of time researching the best practices for reading instruction and reading interventions. Washington uses Reading Mastery, a scientifically researched based direct instruction curriculum, as our core reading program for kindergarten through second grade. Our third and fourth grades use the Wonders reading program as their core, which is also a scientifically researched program. We also implement a menu of scientifically researched interventions during our intervention block for reading. In order to place our students in the appropriate intervention group, we assess all students multiple times throughout the year. We administer the DIBELS benchmark test three times throughout the year to place our students at the correct reading level. We progress monitor students who test "at-risk" and "some risk" on benchmark testing every two weeks to ensure these students are making adequate progress in their given intervention plan. If progress is not being made, the teacher may change the given student's intervention plan to a different intervention from our menu of established choices.

If a student is struggling in any area, we may choose to pull together our SAT (Student Assistant Team). Our SAT group meets once a month to discuss students that are not making growth towards benchmark. The team consists of our school principal, school counselor, special education teacher, an upper elementary teacher, and a lower elementary teacher. Parents are invited to the meetings as well as teachers that work with the targeted students. The group discusses how to create a shift in the educational growth of these struggling students. These students are then monitored by the SAT group for several months to ensure the students are making progress. If a given student is not progressing as we would like, further testing may be suggested for the student.

Washington Elementary implements a variety of technology tools to support our curriculum. Every classroom has a SMARTboard, two student computers, and two iPads. Two additional iPad sets of seven devices are also available for teachers to checkout for use in their classrooms along with a mobile cart of Chromebooks. This technology supports interventions such as CORE 5, Read Naturally, Starfall to Read, Reading Raven, IXL, iREAD, and a variety of reading and math facts applications on the iPads. The

Wonders reading program is presented on the classroom SMARTboards. This technology allows students to learn through videos, photographs, and SMARTboard games to develop decoding strategies, comprehension, and vocabulary. The Wonders program tests and assignments can be completed through the use of technology as well.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Washington Elementary School uses a variety of assessments to evaluate student achievement. We feel that by using several assessments, we are able to more accurately pinpoint a student's strengths and weaknesses. Our third and fourth grade students participate in the Nebraska State Accountability (NeSA) assessments each spring in the areas of reading, and math while our fourth grade is also assessed in the area of writing during the spring semester.

The NeSA results show that we continue to show improvement in reading. Washington third and fourth grade students have improved from 51% proficient in 2010 to 96% proficient in 2014. There are several factors that contribute to the improvement of our reading scores. One factor is that we have increased our reading block to ninety minutes. In addition, our teachers are committed to teaching all programs with fidelity. We have also strived to use our data, time, and staff efficiently to meet the individual needs of all of our students. We are able to place students into groups at their appropriate instruction level as a result of the data we collect. We have utilized a staggered intervention block to further support our reading with research-based interventions. The staggered block allows our Title One teachers and paraprofessionals to support multiple grade levels. Our staggered intervention block also ensures that our intervention groups remain small and focused on the needs of the students in the group.

The NeSA results also show that we are improving in the area of math. Washington third and fourth grade students improved from 71% proficient in 2011 to 92% proficient in 2014. The Washington staff believes the Saxon math program and its scaffolding approach to instruction has been beneficial to our students. We continually monitor student progress and adjust instruction using the formative assessments provided within the program. We have also utilized the IXL technology program to further reinforce concepts throughout our building. This hands on tool motivates students to practice facts and skills beyond instructional time.

Third and fourth grade students at Washington Elementary take the MAP test (Measurement of Academic Progress) each fall and spring. These standardized assessments are given in the areas of reading, language usage, and mathematics. The staff and students are able to identify individual student's growth throughout the year through MAP test data. This data guides our staff as we make informed decisions on how to better support our students.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Washington Elementary uses a variety of assessment data to analyze and improve student and school performance. Data is analyzed to better understand the differentiated needs of our students. For our standardized testing we use NeSA (Nebraska State Accountability) and MAP (Measure of Academic Progress). In the area of reading, we use DIBELS (Dynamic Indicators of Basic Early Literacy Skills), STAR testing (evaluation tool used with the Accelerated Reader Program), "Wonders" formative and summative assessments (Wonders is our core reading program for 3rd and 4th grades), and Reading Mastery benchmark and program testing (Reading Mastery is our core reading program for kindergarten-2nd grades) to assess student progress. Math progress is measured weekly through the use of Saxon math skills and facts tests. We use the data to determine our school goals and improvement plan each year. We are continually striving to provide instruction that supports student growth and success. The data we collect guides our decision making process. Data is analyzed every six to twelve weeks during our PLC (Professional Learning Community) meetings to ensure students are making adequate progress from the instruction we are providing them during our reading core and intervention blocks. When students are not making adequate growth, we make changes in their intervention plan. We have developed a menu of scientifically researched strategies to choose from when our current plan is not showing adequate student growth. We also utilize a staggered reading intervention block to maximize our teacher and paraprofessional support for our students. We typically have between six to ten adults work with each grade level during our reading intervention blocks. This allows us to focus on each student's specific area of need.

Student achievement is shared with our parents, students, and community on our school and teacher websites. Our local newspaper, the Norfolk Daily News, also publishes NeSA testing results. School testing results can also be found on the Nebraska State Department of Education's website. Individual student achievement is shared with students and parents during parent/teacher conferences twice a year, once in the fall and again in the spring.

## **Part VI School Support**

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### **1. School Climate/Culture**

The culture at Washington Elementary School can be felt as soon as you enter the building. By looking at the artwork on the walls, listening to the teachers interacting with students, and watching how our students behave and interact in the hallways, one can get a sense of the positive community that surrounds our staff and students.

Washington Elementary does a great job of creating an inviting environment for our parents and students. Many of our traditions and rituals focus on getting parents involved in our school. Our school's mission is to provide outstanding educational opportunities and to prepare all students to pursue their goals for the future. Our school strives to build relationships with students and parents. Our Parent Teacher Organization (PTO) meets monthly to discuss and plan activities for the students and families to participate in outside of the regular school day. Some of these traditions are: Soup and Game Night, Movie Night, Holiday Craft Night, Prime Time Tuesdays, after school reading, and the school carnival. The PTO activities give parents the opportunity to become active participants in their child's learning. Teachers send home monthly newsletters to keep parents informed about upcoming events and to make them aware of what is being taught in the classroom. The staff at Washington Elementary goes the extra mile to make each student feel loved, cared for, and safe. Simple rituals such as greeting the students each morning and giving them a hug or a high five at the end of the day provide our students with a positive educational experience. The presence of an orderly environment is one of the many factors that supports social and academic growth at our school. By clearly communicating high expectations, a culture of fairness and trust has been established.

By recognizing and celebrating success, students are motivated to continue to build on their academic and social accomplishments. Individual goals are set for students in the area of math and reading. Students who meet their Accelerated Reading (AR) goal are recognized each month. Students are also encouraged to practice basic math facts, and they are recognized for their accomplishments during "Celebration of Learning" days. Washington Elementary also holds a weekly ceremony during our morning meeting to recognize and celebrate students who display positive behavior choices.

Teachers feel valued and supported because of the relationships that have been developed while teaching together. Teachers value each others ideas and want to support all children at Washington Elementary, not just the grade they teach.

The school calendar is provided on Norfolk Public School's district webpage. Parents can check the schools activities weekly along with viewing their child's current grades. Washington Elementary has a school website that has pictures of the students learning in a variety of settings. Notes about Washington Elementary are available in English and Spanish through the website. Teacher email addresses and websites are also available to parents through the school and district websites.

### **2. Engaging Families and Community**

Washington Elementary strives to engage both our families and our community in the educational process of our students. Parent involvement is encouraged through our school website, teacher websites, and monthly school newsletters. Invitations to Title reading activities, Parent/Teacher Organization (PTO) meetings and activities, and other school functions also support parental involvement. PTO allows parents to take part in activities such as carnival night, movie night, soup and game night, fundraisers, and craft night at our school. Parents are also encouraged to volunteer in classrooms and during our Accelerated Reading nights. Parent volunteers listen to students read, assist the students with Accelerated Reading quizzes on the computers, and also help with classroom activities, field trips, and parties for holidays. Parent surveys concerning our school reading program offer parents an opportunity to share their thoughts and suggestions about our reading program and how it is implemented. Parents also have an opportunity to offer suggestions and contribute to discussions pertaining to the instruction provided at Washington

Elementary during Parent/Teacher conferences which are held twice a year. Parents, students, and staff sign a compact at our first Parent/Teacher conference in the fall. The importance of each party fulfilling their role and responsibility is discussed during conferences. The compacts encourage parents, students, and teachers to work together to benefit all students.

Our Norfolk community engages in the educational process of our students as well. Green Fiber, a local recycling center, has partnered with our school. Our students have learned the importance of recycling from this partnership and our older students have even created iMovies to support the Green Fiber business. Local restaurants have supported our school by offering “Washington Nights” with a percentage of the proceeds benefiting our school. Our local fire department and police department also engage in our educational process as they teach our students about fire safety and making safe and healthy choices. Both Boy Scouts and Girl Scouts meet with students after school to support our students’ personal development. The Nebraska Humanities offers a “Prime Time Reading” program for six weeks during the year. Families and students are supported with dinner, storytelling, and reading activities during our Prime Time evenings. The community library visits with our students about their free summer reading program during Prime Time meetings and again during one of our morning meetings in the spring. Our students have also had the opportunity to give back to our community through our “Canned Food Drive” that supports our local food bank. Students also participate in “Jump Rope For Heart” to support the American Heart Association, and the “Red Ribbon Run” to support healthy life choices. Engaging our parents and our community is essential to the success of our students.

### **3. Professional Development**

Norfolk Public Schools and Washington Elementary believe that professional development is vital to our staff’s continued goal of being life-long learners. We are committed to broadening our knowledge as professionals as we seek strategies to serve our students in a more beneficial and efficient way.

Our district has incorporated professional development by allocating a 2:00 dismissal every Wednesday. This all-important time allows certified staff to meet in Professional Learning Communities(PLC’s). Staff gathers as a building or as a grade level (or subject area in Junior and Senior High) to analyze data, receive training, develop common assessments, and develop interventions. PLC’s have enhanced our instruction and collaboration throughout our school and district. Several teachers in our building have gone to the National Professional Learning Communities training. While at the PLC training, teachers acquired information on how to implement an effective PLC.

Norfolk Public Schools has supported a staff development day each January for the past several years. During our current year, presenters and speakers were assembled from around the country to provide training to our staff. Sessions were conducted in many areas related to instruction, APL classroom management, technology, students with disabilities, and many more. Staff development is a powerful process that allows our staff to continue to enhance their skills.

Our new staff receives Reading Mastery, Wonders, Step-Up to Writing, and DIBELS training each year. Training allows a guaranteed curriculum for all students. Along with reading training, teachers have participated in a regional writing and scoring workshop to deepen our understanding of the writing process and to fine-tune our approach to writing instruction.

Norfolk Public Schools is fortunate to have two technology experts in our district. Their knowledge is extended to our staff through a variety of classes throughout the year. They have even presented at our building to help staff incorporate technology into our instruction. Washington is fortunate to have chromebooks, iPads, and a computer lab to support our instruction, so the guidance of our technology experts has been invaluable. In addition to the support of our technology experts, selected Washington staff members attend the Nebraska Educational Technology Association (NETA) to learn about the latest educational technology tools. Teachers obtain ideas and resources to support instruction in the classroom. These teachers then share the strategies they have learned with our entire school staff.



At Washington Elementary, we encourage our staff to share and learn from each other. We have implemented a program called “Panther Prowls”. The program allows staff members the opportunity to observe a colleague in our building. The goal is to capture ideas and strategies to implement in their own classroom. After the observation occurs, the involved teachers discuss strengths and ideas to improve instruction for our students.

#### **4. School Leadership**

Washington Elementary is driven by a philosophy of high expectations for student achievement and success. It begins with our school principal. He has set high expectations of the entire staff and student body, as well as himself. His determination and focus on student achievement is evident in the test scores we have achieved. It is also apparent as you look at the schedule of our school day. He has spent countless hours making the most of each minute of the school day. Students receive ninety minutes of core reading and thirty to forty-five minutes of small group reading intervention instruction each day. They receive sixty to ninety minutes of math instruction, thirty to forty minutes of writing instruction, and thirty to sixty minutes of science and social studies instruction each day as well. Our day is scheduled to support student achievement and success. His high expectations and care for our students and staff are also evident as he visits classrooms to observe student progress and as he works with the staff during PLC (Professional Learning Community) meetings to adjust student groups and instruction to ensure all students are making adequate growth. He attends SAT (Student Assistance Team) meetings to meet with parents and discuss strategies to support student progress at school and at home. He also promotes school activities to develop relationships with parents such as our AR (Accelerated Reading) nights, PTO (Parent Teacher Organization) activities, and our “Prime Time Reading” program (a six week family reading program through the “Humanities of Nebraska”).

The high expectations set by our school principal extend to our dedicated teachers and paraprofessionals. The entire Washington staff contributes to the education of our students. Teachers have worked together to stagger our intervention blocks to enable paraprofessionals to assist with our high ability learners while our most experienced staff members focus on our at-risk students. Staff dedication and genuine care are also evident during our AR (Accelerated Reading) nights. Reading nights are held twenty-one times during the year and all of our classroom, Title, ELL (English Language Learners), and special education teachers have devoted their personal time to listen to students read and assist with AR quizzes during these evenings. Our high number of English Language Learners and their families are fortunate to have two dedicated staff members that speak fluent Spanish. The genuine relationships they have formed empower our ELL families to have a voice in our Washington community. Another stakeholder would be our secretary. She arrives early each morning to receive phone calls from parents in regards to student absences, parent concerns, and to answer questions about the upcoming school week. She also stays late each afternoon to make sure all children have left the school safely. She is an invaluable team member in our school.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Nebraska State Accountability</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Jan
<b>SCHOOL SCORES*</b>					
Meets Standards and above	89	74	67	67	
Exceeds Standards	16	20	20	16	
Number of students tested	62	50	49	37	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standards and above	83	74	65	63	
Exceeds Standards	2	17	15	10	
Number of students tested	42	42	40	30	
<b>2. Students receiving Special Education</b>					
Meets Standards and above	71	55	50	38	
Exceeds Standards	0	11	17	0	
Number of students tested	7	9	6	8	
<b>3. English Language Learner Students</b>					
Meets Standards and above	90	69	77	73	
Exceeds Standards	0	13	15	18	
Number of students tested	10	16	13	11	
<b>4. Hispanic or Latino Students</b>					
Meets Standards and above	88	68	66	78	
Exceeds Standards	4	12	14	11	
Number of students tested	25	25	21	18	
<b>5. African- American Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
Meets Standards and above	90	82	78	56	
Exceeds Standards	23	32	30	25	
Number of students tested	30	22	23	16	
<b>10. Two or More Races identified Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

**NOTES:** NeSA Math assessments were not given in 2009-2010.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Nebraska State Accountability</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Jan
<b>SCHOOL SCORES*</b>					
Meets Standards and above	96	84	91	75	
Exceeds Standards	46	22	30	10	
Number of students tested	46	45	33	40	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standards and above	95	81	93	71	
Exceeds Standards	44	17	26	12	
Number of students tested	41	36	27	34	
<b>2. Students receiving Special Education</b>					
Meets Standards and above	75	67	60	29	
Exceeds Standards	25	17	40	0	
Number of students tested	8	6	5	7	
<b>3. English Language Learner Students</b>					
Meets Standards and above	89	84	90	88	
Exceeds Standards	33	17	0	13	
Number of students tested	9	12	10	16	
<b>4. Hispanic or Latino Students</b>					
Meets Standards and above	92	81	95	86	
Exceeds Standards	44	19	24	10	
Number of students tested	25	21	17	21	
<b>5. African- American Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standards and above					
Exceeds Standards					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
Meets Standards and above	100	94	86	66	
Exceeds Standards	47	26	43	13	
Number of students tested	19	19	14	15	
<b>10. Two or More Races identified Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

**NOTES:** NeSA Math assessments were not given in 2009-2010.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Nebraska State Accountability</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standards and above	97	78	65	67	52
Exceeds Standards	37	10	21	8	5
Number of students tested	62	50	48	37	38
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standards and above	95	76	59	60	47
Exceeds Standards	26	7	15	3	6
Number of students tested	42	42	39	30	32
<b>2. Students receiving Special Education</b>					
Meets Standards and above	85	67	50	38	14
Exceeds Standards	14	0	0	13	0
Number of students tested	7	9	6	8	7
<b>3. English Language Learner Students</b>					
Meets Standards and above	90	88	75	82	56
Exceeds Standards	28	0	33	0	6
Number of students tested	10	16	12	11	16
<b>4. Hispanic or Latino Students</b>					
Meets Standards and above	100	80	60	72	
Exceeds Standards	28	4	20	0	
Number of students tested	25	25	20	18	
<b>5. African- American Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standards and above					
Exceeds Standards					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
Meets Standards and above	97	78	74	63	
Exceeds Standards	47	14	26	13	
Number of students tested	30	22	23	16	
<b>10. Two or More Races identified Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

**NOTES:** The State of Nebraska did not divide the sub-groups during the missing years.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Nebraska State Accountability</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Meets Standards and above	96	91	91	78	61
Exceeds Standards	64	18	36	18	11
Number of students tested	47	45	33	40	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standards and above	95	89	93	74	64
Exceeds Standards	62	11	30	12	12
Number of students tested	42	36	27	34	25
<b>2. Students receiving Special Education</b>					
Meets Standards and above	75	67	80	29	20
Exceeds Standards	50	17	20	0	0
Number of students tested	8	6	5	7	5
<b>3. English Language Learner Students</b>					
Meets Standards and above	89	100	100	88	63
Exceeds Standards	67	17	0	13	0
Number of students tested	9	12	10	16	8
<b>4. Hispanic or Latino Students</b>					
Meets Standards and above	92	95	100	85	
Exceeds Standards	60	14	24	14	
Number of students tested	25	21	17	21	
<b>5. African- American Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standards and above					
Exceeds Standards					



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>9. White Students</b>					
Meets Standards and above	100	89	78	67	
Exceeds Standards	68	21	57	20	
Number of students tested	19	19	14	15	
<b>10. Two or More Races identified Students</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

**NOTES:** The state of Nebraska did not divide the sub-groups during the missing years.